

# Retention without Remediation:

*An Alternative Approach to Developmental  
Reading*

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# Introduction

- **Underprepared students**
  - Numbers are unsettling
    - Requiring remediation
    - 20% nationally
    - 31% Kentucky
  - Few requiring remediation graduate within 6 years
    - Only 32% in Kentucky

# Stakes are getting higher

- Funding crisis
- Performance funding
- Calls for Change
  - Elimination of remedial courses
  - Co-requisite models
- First thing first

# Foundations of the Course

- Credit Bearing
  - Time to degree
  - Worthy of credit (rigor)

# Foundations of the Course

- Philosophy of Intervention – not Remediation
  - Growth mindset
  - Not preparing students to be *freshmen*  
Preparing students to be *graduates*

# Foundations of the Course

- Research-Based Andragogical Literacy Practices
  - Ensure that all components of course are rooted in best practice.
  - Constant state of program evaluation and refinement

# Foundations of the Course

- Qualified and Committed Personnel
  - Credentialed, full-time faculty
- Explicit Connection to Content Courses
  - Students need to understand the application to all coursework

# Impact on Retention

- American Association of State Colleges and Universities (AASCU) Excellence and Innovation Award
- Leveling the Playing Field (18/19  $\geq$  24)
- Current (15-19) and Future Charge
- Part of a Bigger Plan
- Funding and Research



Students scoring 18/19 on Reading portion of ACT who successfully completed **LTCY 199**

**1-Yr Retention Average: 73.90%**

**2-Yr Retention Average: 62.85%**

Students scoring 18/19 on Reading portion of ACT who **did not** take LTCY 199

**1-Yr Retention Average: 60.73%**

**2-Yr Retention Average: 50.60%**

Students scoring below 18 on Reading portion of ACT who successfully completed **developmental reading course**

**1-Yr Retention Average: 65.00%**

**2-Yr Retention Average: 45.55%**

Table 4

*Logistic Regression Predicting Likelihood of Two-Year Retention based on Reading Course Passed, High School GPA, Ethnicity, Parental Legacy, Low Income Status, and ACT Reading Score*

	B	S.E.	Wald	df	Sig.	95% C.I. for Odds Ratio		
						Odds Ratio	Lower	Upper
Reading Course	.617	.282	4.775	1	.029	1.853	1.066	3.223
HS GPA	.828	.178	21.606	1	.000	2.288	1.614	3.244
Ethnicity	-.045	.145	.097	1	.755	.956	.719	1.271
Legacy	.381	.160	5.678	1	.017	1.464	1.070	2.002
Low Income	-.430	.178	5.793	1	.016	.651	.459	.923
ACT Reading	-.111	.131	.707	1	.401	.895	.692	1.159
Constant	.338	2.255	.022	1	.881	1.402		

# Looking Forward

- Co-requisite model roll out
- High D/F/W courses
- History 101 and 102
  
- Opportunities for professional development